

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching English as a Foreign Language

Many people agree that English is popular in this global era. English influences many fields of life in our country and it is learned as foreign language. According to Brown (2000: 116), foreign language contexts are those in which students do not have ready-made context for communication beyond their classroom. The students do not use English for their daily communication in their classroom or at their home.

A foreign language is a non mother tongue or not an official language. One of foreign languages learned in Indonesia is English. And as a matter of fact, it is one of the compulsory subjects that should be taught at school starting from Junior High Schools. Madya (2000: 1) states that, teaching as a foreign language means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/or daily conversation. Through this definition, it is clear that teaching English in Indonesia is regarded as teaching English as a foreign language because English is not spoken by Indonesian people in formal and/or daily conversation. The purpose of learning English as a foreign language are for example travel abroad, communication with native speakers, reading foreign literature, etc. Foreign

language usually requires more formal instruction and other measures to compensate for the lack of environmental support.

2.Factors involved in English as A Foreign Language Teaching Learning Process

a.Teacher

The teacher is a very important aspect in teaching learning process. A teacher is someone who sees what can be accomplished, not what cannot be achieved. The teacher creates an environment where children feel safe to explore and learn. They help children to accept that they will never be perfect persons. They also help children not to be afraid of making mistakes is a necessary path for learning. The teachers are supposed to be not afraid of trying new things or do things that may make them look a little odd in order to help their students to learn. The teacher helps the students to see things in different ways. The teachers need to know that to expect their students to become lifelong learners they must be willing to do the same. At the junior high school, the teachers generally act as a guide and a coach. The teacher needs to explain the material clearly at the early minutes and spend the other minutes to other activities that can attract the students interest in learning English. The teacher should have interested ways to teach English to the students. In presenting the materials in the classroom the teacher needs to use instructional media because it carries information that will be delivered to the students. The students generally get bored easily if the teacher is not creative. They will be lazy to learn the materials given.

b.Students

The other aspect in teaching learning process is the students. A student refers to one who is devoted to learning. A student also means one who attends a school, or who seeks knowledge from professional teachers or from books. A student will not have high interest in learning the English grammar especially tenses material if they do not know how to learn it well.

c.Materials

The material also influences the teaching learning process. Material is the substance or matter of which anything is made or may be made. Materials having a logical connection with a subject matter or the consequential events or facts, or the knowledge of which will significantly affect a decision or course of action. The materials should be designed well to make the students interested in learning it. Teacher may also improve the students' interest in learning through well developed materials.

d.Method

Methodology is defined as a technique "how to" or the way in teaching. Method is the practical of the objective of teaching in the classroom with a variety of audiences and contexts. Method is related to material, teacher-student roles and behaviors. Method refers to an orderly procedure or process; regular manner of doing anything. The way the teachers give the material influence the students' interest in learning the material. The use of the media can attract the students'

interest. If the students are interested in the way the teachers teach, they will be likely reach a good achievement.

e. Media

The selection of instructional media is one of the components that need attention in planning of learning. Learning English will be interesting and easily understood by the students when teachers design the media carefully and when teachers can use their function. Media are very important components in teaching English grammar especially tense. Media mean something that can be used to help the students understand the material in learning English grammar especially tenses. Educational media aim to create more active and critical media user.

There are many kinds of educational media and they have their own characteristic. Therefore, the teacher needs to understand the characteristic so that they can chose appropriate media for certain subject.

According to Gutschow in Winoto (2005: 17), media can serve four general purposes:

- a. Media can help to simplify the teaching and they can help to complete it.
- b. Media allow the teachers' point of view to practice the principle of teaching object and illustration.
- c. With the help of the media, the use of the mother tongue of the students can be avoided.
- d. Media are instrument of motivation if they are use to stimulate the learning process.

3. Grammatical Competence in English Learning

Grammatical competence is the ability to recognize and to produce the distinctive grammatical structures of a language and to use them effectively in

communication. As stated by Canale, grammatical competence “remains concerned with mastery of the language code (verbal or non-verbal) itself. Thus included here are features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics”.

There are some of grammatical competence features:

a.Vocabulary

Vocabulary is commonly defined as "all the words known and used by a particular person". A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops along with person's age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

b.Word Formation

Word formation is the creation of a new word. It sometimes refers to all processes connected with changing the form of the word. The basic part of any words is the root; to it, you can add a prefix at the beginning and/or a suffix at the end to change the meaning. There are, of course, numerous word formation processes that do not arouse any controversies and are very similar in the majority of languages:

1.Compounding is a process in which two different words are joined together to denote one thing. For example flower-pot is a compound made of two words: flower and pot, but it does not denote two things, it refers to one object.

2. Blending is very similar to compounding, but it is characterized by taking only parts of words and joining them. Famous English examples include: smog which combines smoke and fog.

3. Clipping is shortening or reducing long words. It is very common in English which can be seen on the following examples: information is clipped to info, advertisement to advert or ads.

4. Coinage is creation of a totally new word. This word formation process is not frequent; however large corporations attempt to outdo one another to invent short eye-catching names for their products. Some examples of these could include: aspirin or xerox.

5. Borrowing is taking a word from one language and incorporating it into another. The English language has been very absorbent and took over words from all over the world, some of them include: biology, boxer, ozone – from German.

c. Sentence Formation

Sentence structure is the order of the elements in a sentence, a group of words that expresses a complete thought. In the English language, a sentence must have a subject and a predicate. Three examples of different types of sentence structure are the simple sentence, the compound sentence, and the complex sentence.

A simple sentence is one independent clause that is, a phrase that can stand on its own as a complete thought. Compound sentences emerge if you join two or

more simple sentences by a coordinating conjunction, like “and,” or a coordinating adjective, such as “however.” A complex sentence is one independent clause joined together with a dependent clause a phrase with a subject and predicate but no complete thought. The combination of the compound sentence and the complex sentence is a sentence structure known as the *compound-complex sentence*.

d.Linguistic Semantics

Semantics in general is the study of the relationship between words and meanings. The empirical study of word meanings and sentence meanings in existing languages is a branch of linguistics; the abstract study of meaning in relation to language or symbolic logic systems is a branch of philosophy. Both are called semantics. The field of semantics has three basic concerns: the relations of words to the objects denoted by them, the relations of words to the interpreters of them, and, in symbolic logic, the formal relations of signs to one another (syntax). In the recent years linguistics, an offshoot of transformational grammar theory has reemphasized the role of meaning in linguistic analysis.

e.Pronunciation

Pronunciation refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Pronunciation is about clearly defining all of the sounds in a word - it's about following rules that dictate exactly how a word should be pronounced. Dictionaries and tapes will be excellent tools for learning flawless pronunciation.

4. Teaching Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, pragmatics, and tenses. The grammar of a language is approached in two ways: descriptive grammar is based on analysis of texts to identify grammatical rules, whereas prescriptive grammar attempts to use the identified rules of a given language as a tool to govern the linguistic behavior of speakers.

Today, grammar teaching is focused on form and consciousness raising, there is a need to focus on form to facilitate accuracy. With consciousness raising activities, we create a learning environment, in which learner notices new language and exploits it in genuine communication activities.

One of the important part of English grammar is tense. Things can happen now, in the future or in the past. Tenses show the time of an action or state of being as shown by a verb. The verb ending is changed (conjugated) to show what time it is referring to.

Time can be split into three periods The Present (what you are doing), The Past (what you did) and The Future (what you are going to do, or hope / plan to do). The tenses we use to show what time we are talking about are split into the Simple, Continuous and Perfect tenses. In English there are 16 tenses:

a. Present Tense

We use the present simple tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Pattern:

1. Positive: S + V1 (s/es)

Example:

- I drink coffee.
- She drinks coffee.
- We drink coffee.

2. Negative: S + DO/DOES + NOT + V1

For subject I, we, you, they use DO.

For she, he, it, Mufli, Ellen use DOES.

Example:

- I do not drink coffee.

- She does not drink coffee.

3. Affirmative: DO/DOES + S + V1

Example:

- DO you drink coffee?
- DOES she drink coffee?

b. Present Continuous Tense

We use the present continuous tense to talk about:

- action happening now

Pattern:

1. Positive: S + Tobe + Ving

Example:

- I am writing now.
- She is waiting for you.

2. Negative: S + Tobe+ Not+ Ving

Example:

- I am NOT writing now.
- She is NOT waiting for you.

3. Affirmative: Tobe + S + Ving

Example:

- Are you writing now?
- Is she waiting for you?

c. Present Perfect Tense

There are basically three uses for the present perfect tense:

- Experience, use the present perfect tense to talk about experience from the past.
- Change; use the present perfect tense to talk about a change or new information.
- Continuing situation, use the present perfect tense to talk about a continuing situation. This is a state that started in the past and continues in the present (and will probably continue into the future).

Pattern:

1. Positive: S + have/has + V3

He, She, It, John, Merry, Mufli : Has

You, We, They, Ellen and Budi: Have

Example:

- She has gone.
- I have written English lesson for 30 minutes.

2. Negative: S + have/has Not + V3

Example:

- She has not gone.
- I have not written English lesson for 30 minutes.

3. Affirmative: Have/has + S + V3

Example:

- Has she gone?
- Have you written English lesson for 30 minutes?

d. Present Perfect Continuous Tense

There are basically two uses for the present perfect continuous tense:

- An action that has just stopped or recently stopped.
- An action continuing up to now.

Pattern:

1. Positive: S + have/has + been + Ving

Example:

- She has been learning English for 3 years.
- I have been teaching English since last year.

2. Negative: S + have/has + not + been + Ving

Example:

- She has not been learning English for 3 years.
- I have not been teaching English since last year.

3. Affirmative: Have/has + S + been + Ving + ?

Example:

- Has she been learning English for 3 years?
- Have you been teaching English since last year?

e.Past Simple Tense

Use the past simple tense to talk about an action or a situation - an event - in the past. The event can be short or long.

Pattern:

1. Positive: S + V2

Example:

- John drove to London on Monday.
- My Father bought this car last year.

2. Negative: S + did not + V1

Example:

- John did not drive to London on Monday.
- My father did not buy this car last year.

3. Affirmative: Did + S + V1

Example:

- Did John drive to London on Monday?
- Did my father buy this car last year?

b. Past Continuous Tense

The past continuous tense expresses action at a particular moment in the past. The action started before that moment but has not finished at that moment.

Pattern:

1. Positive: S + was/were + Ving

Example:

- I was working at 10pm last night.
- She was cooking when I telephoned her.

2. Negative: S + was/were + NOT + Ving

Example:

- I was not working at 10pm last night.
- She was not cooking when I telephoned her.

3. Affirmative: Was/Were + S + Ving

Example:

- Were you working at 10pm last night?
- Was she cooking when I telephoned her?

c. Past Perfect Tense

The past perfect tense expresses action in the past before another action in the past. This is the past in the past.

Pattern:

1. Positive: S + had + V3

Example:

- I had gone when he arrived at my home.
- He told us that the train had left.

2. Negative: S + had + not + V3

Example:

- I had not gone when he arrived at my home.
- He told us that the train had not left.

3. affirmative: Had + S + V3

Example:

- Had you gone when he arrived at your home?
- Had the train left?

d. Past Perfect Continuous Tense

The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past.

Pattern:

1. Positive: S + had + been + Ving

Example:

- They had been playing football.
- She had been singing.

2. Negative: S + had + not + been + Ving

Example:

- They had not been playing football.
- She had not been singing.

3. affirmative: Had + S + been + Ving

Example:

- Had they been playing football?
- Had she been singing?

e. Present Future Tense

Use the future simple tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking.

Pattern:

1. Positive: S + will + V1

Example:

- We will see what we can do to help you.

- They will visit Tokyo.

2. Negative: S + will + not + V1

Example:

- We will not see what we can do to help you.
- They will not visit Tokyo.

3. Affirmative: Will + S + V1

Example:

- Will we see what they can do to help you?
- Will they visit Tokyo?

f. Future Continuous Tense

The future continuous tense expresses action at a particular moment in the future.

The action will start before that moment but it will not have finished at that moment.

Pattern:

1. Positive: S + will + be + Ving

Example:

- I will be swimming at 9 o'clock tomorrow.
- She will be learning music tomorrow night.

2. Negative: S + will not + be + Ving

Example:

- I will not be swimming at 9 o'clock tomorrow.
- She will not be learning music tomorrow night.

3. Affirmative: Will + S + be + Ving

- Will you be swimming at 9 o'clock tomorrow?
- Will she be learning music tomorrow night?

g. Future Perfect Tense

The future perfect tense expresses action in the future before another action in the future. This is the past in the future.

Pattern:

1. Positive: S + will + have + V3

Example:

- They will have driven home tomorrow night.
- She will have learned music tomorrow evening.

2. Negative: S + will + not + have + V3

Example:

- They will not have driven home tomorrow night.
- She will not have learned music tomorrow evening.

3. Affirmative: Will + S + have + V3

Example:

- Will they have driven home tomorrow night?
- Will she have learned music tomorrow evening?

h. Future Perfect Continuous

Future Perfect Continuous tenses is used to recount events that will take place at a certain time in the future.

Pattern:

1. Positive: Subject + shall/will + have + been + verb-ing

Example:

- My grandmother will have been visiting us tomorrow morning.
- He will have been speaking.

2.Negative: Subject + shall/will + not + have + been + verb-ing

Example:

- My grandmother will not have been visiting us tomorrow morning
- He will not have been speaking.

3.Affirmative: Shall/will + subject + have + been + verb-ing + ?

Example:

- Will your grandmother have been visiting you tomorrow morning?
- Will he have been speaking?

i. Past Future

Past Future Tense is used to reveal the events that will happen in the past.

Pattern:

1. Positive: Subject + should/would + verb I

Example:

- He should be in Banten next month.
- I should be pick up when you arrive at the station tomorrow.

2.Negative: Subject + should/would + not + verb

Example:

- He should not be in Banten next month.
- I should not be pick up when you arrive at the station tomorrow.

3.Affirmative: Should/would + subject + verb I + ?

Example:

- Should he be in Banten next month?
- Should you be pick up when I arrive at the station tomorrow?

j. Past Future Continuous

Past Future Continuous used to tell an action that will be happening in the past.

Pattern:

1. Positive: Subject + should/would + be + verb-ing

Example:

- My brother would be finishing Thesis last week.
- He would be speaking.

2. Negative: Subject + should/would + not + be + verb-ing

Example:

- My brother would not be finishing Thesis last week.
- He would not be speaking.

3. Affirmative: Should/would + subject + be + verb-ing + ?

Example:

- Would your brother be finishing Thesis last week?
- Would he be speaking?

k. Past Future Perfect

Past Future Perfect Tense is used to express action that will be done in the past.

Pattern:

1. Positive: Subject + should/would + have + verb III

Example:

- My mother should have been here at nine o'clock tomorrow.
- Mari would have worked in leading companies next month.

2. Negative: Subject + should/would + not + have + verb III

Example:

- My mother should not have been here at nine o'clock tomorrow.
- Mari will not have worked in leading companies next month.

3. Affirmative: Should/would + subject + have + verb III +?

Example:

- Should your mother have been here at nine o'clock tomorrow?
- Will Mari have worked in leading companies next month?

1. Past Future Perfect Continuous

Past future perfect continuous is used to reveal the events that would have occurred in the past.

Pattern:

1. Positive: Subject + should/would + have + been + verb-ing

Example:

- I would have been working in leading companies for 10 years.
- He would have been speaking.

2. Negative: Subject + should/would + not + have + been + verb-ing

Example:

- I would not have been working in leading companies for 10 years.
- He would not have been speaking.

3. Affirmative: Should/would + subject + have + been + verb-ing

Example:

- Would you have been working in leading companies for 10 years?
- Would he have been speaking?

5. Magic Disc as Teaching Media

a. Definition of Media

The word media comes from Latin in which it is the plural of medium. It means something that is located in the middle of two parts. Therefore educational media can be interpreted as something that leads educational messages between the giver and the receiver. In Webster Dictionary (1960), media or medium is everything located in the middle in the form of stage or instrument which is used as the connectors between two things.

Association Educational Communication and Technology (AECT, 1977) defines media as all forms used to distribute information. Difference from Briggs (1977) who said that media are essentially physical tools to bring the content of learning. Another opinion said that media is something located in the middle; it's a connector. Bretz (1971) connect all of those who need relationship and distinguish between communication media and communication tools. The difference is that the AECT's definition of media is something which enables present the information and move the whole mutual action between the rests of the object being studied; the second one is purely to support the teacher presentation.

From all off those definitions above, it can be concluded that media are people, materials, tools or events that can create conditions that allow students to receive knowledge, skills and attitude. Every medium is a tool to get to a destination. Medium is an integral part in the learning process, there is division of responsibilities between teachers and the media.

There are some kinds of media:

1. Visual Media

Visual media also called view media because someone can appreciate the media through his eyesight. This media can be divided into two kinds: visual media that are not projected and visual media that are projected.

Visual media that are not projected are simple media that do not need projectors and screens to project software. It is for example, picture, caricature, poster, graphic, realia, diagram, etc. Visual media that are projected are media visual that can be projected by a projector. By the projector, the material or software can be projected in the screen, for example, OHP and slide projector, filmstrip, etc.

2. Audio media

By this media, all the information and materials can be delivered by many ways, for example recording the sound of human or animal to learn. Types of audio media that can be used in the classroom are various types of recording equipment, for example, tape recorder, radio or mp3.

3. Audio visual media

By this media someone not only can see but also can hear something that is visualized, for example, television and sound slide.

4. Multimedia

It is the use of various types of media sequentially or simultaneously to provide information, for example, interactive media, multimedia kits, hypertext, etc.

b. Magic Disc as Media in English Learning

Magic disc is one of the media which is used to learn English. This medium consists of two parts shaped like a disc which are united by a key in the middle. The back part is bigger than the front part and cannot be divided. English Magic disc is made uniquely by mixing three colors red, black, and white. In the big circle, there are 92 irregular verbs with the meanings in the back. In the small circle in front part, there are 16 tenses written in a box including types of auxiliary and how to arrange a sentence appropriate with the tenses. By rolling it the students are guided to arrange sentences appropriate with tenses that have different verbs. This can improve the students' imaginations and creativity to use basic verbs and to understand tenses comprising of 5 kinds: S-Form, Past Form, Participle form and ING-Form and the distribution in 16 tenses. It can be a basic skill for the students to comprehend the four skills, listening, speaking, reading and writing. Magic disc is suitable to be used as the media in learning English. Magic disc as learning medium is used to improve the students' interest. It is used

when the teacher explains the materials to the students. It can attract the students to follow the lesson. The students will be active in the classroom and it will increase the effectiveness of their students.

The advantages of using magic disc:

1. The lesson will be more interesting.
2. The students' concentration of learning can be focused.
3. The materials can be understood more easily.
4. The students' memorization of the lesson can be increased.

B. Conceptual Framework

Based on the school-based curriculum, English is one of the compulsory subjects in junior high schools. A good English grammar competence especially on tenses facilitate the students to gain a good achievement. To learn English grammar especially tenses, the students need good techniques. One of the techniques is by using magic disc.

Magic disc is a media used to help the students learn English grammar especially tenses and this will improve their achievement in learning English. Considering that using magic disc is one of the techniques that can be used to improve the English grammar learning especially tenses, it is necessary to conduct this study in order to asses the effectiveness of using magic disc in improving the students' grammatical competence.

C. Hypothesis

Based on the theoretical review and conceptual framework above, the writer proposes a hypothesis as follows:

There is a significance difference in the English grammatical competence of the grade VIII students of SMPN 2 Nusawungu who were taught by using magic disc and those who were taught without magic disc in the academic year 2010/2011.